

public agenda

January 22, 2013
3:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB



*Please join us on the Link outside the Multi-Purpose Room
at 2:45 p.m. for a Musical Performance by students from
Georges P. Vanier School Band*

Regular Board Meeting

Mega Result Policy |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
10 mins	3.1 Lighthouse Award	M. Levy		
	4 Results Focus			
15 mins	4.1 School Presentation – Georges P. Vanier School	S. Church		
45 mins	4.2 Results 2: Academic Success - Science - Monitoring		B/CSR-5, OE-8	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-7: Asset Protection – Annual Monitoring	N Johnson	OE-7	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max. 15 mins	Requirements as outlined in Board Meeting procedures			
	7 Matters Reserved for Board Action			
20 mins	7.1 Ward System Bylaw (<i>THAT the Board approves three readings to Bylaw No. 1 of 2013, as submitted.</i>)	Board	GC-1 GC-3	Page 7-1
	8 Board Consent Agenda		GC-2	
	8.1 Approval of Minutes			
	▪ Regular Meeting held January 8, 2013	Board		

8.2 Trustee Liaison Report – Calgary Association of Parents & School Councils (CAPSC)
(THAT the Board receives the liaison report for information.)

Page 8-1

9 | Chief Superintendent Consent Agenda

9.1 Chief Superintendent Update
(THAT the Board receives the Chief Superintendent's Update for information.)

Page 9-1

6:00 p.m.

10 | Adjournment

Debrief

GC-2.3

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the
Freedom of Information and Protection of Privacy Act section 33(c)
for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

results monitoring report

Results 2: Academic Success Science Subgroup

Monitoring report for the
school year 2011-2012

Report date:
January 22, 2013

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success – Science subgroup, the Chief Superintendent certifies that the proceeding information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results in
Academic Success through Science
- ☐ Not making reasonable progress and Science is an exception toward
achieving Academic Success

The Chief Superintendent's certification of reasonable progress refers to the area of Science as one component of Results 2: Academic Success.

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: Jan - 14/13

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success – Science subgroup, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress toward
achieving the desired results in Academic Success through Science
- ☐ Finds the organization not to be making reasonable progress and
Science to be an exception toward achieving Academic Success

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



**results
monitoring
report****Results 2: Academic Success
Science Subgroup**

Results 2: Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Introduction |

Results 2: Academic Success is a comprehensive document that establishes the Board of Trustees' values and expectations for student learning within and across the subject areas of the programs of study. The Chief Superintendent's reasonable interpretation for the whole of Results 2: Academic Success was approved on May 15, 2012.

Indicators for Academic Success in the Chief Superintendent's Reasonable Interpretation were provided in relation to the Board of Trustees' policy provisions across the academic disciplines.

This current report provides the Board of Trustees with three types of information related to Results 2: Academic Success and specific to Science.

1. It provides monitoring information for indicators that have been part of ongoing consideration by the Board of Trustees. This information provides a look back on organizational performance since December 20, 2011, when the Board of Trustees last monitored Results 2: Academic Success.
2. It provides information on data sets that have been part of monitoring and on-going consideration by the Board of Trustees but that currently do not provide information that can be reliably compared over time. This information provides a look-back since December 20th 2011, when the Board of Trustees last monitored Results 2: Academic Success.
3. It provides initial information for indicators newly included in the Chief Superintendent's reasonable interpretation of Academic Success approved on May 15, 2012. This data is also from the 2011-2012 school year.



Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education (CBE) students in Science as measured by Alberta Provincial Achievement Tests (PAT) in grades 6 and 9 and by high school Diploma Examinations.

The Chief Superintendent's certification of reasonable progress is based on the organization's goals for Calgary Board of Education achievement rates on provincial tests¹ to be at or above the province and consistent or improving across time. For 2011-2012 in the Science subgroup² of Results 2: Academic Success, this certification is specifically based on:

- Calgary Board of Education levels of achievement on 2012 Science Provincial Achievement Tests and Diploma Examinations
- Calgary Board of Education achievement trends on Provincial Achievement Tests and Diploma Examinations
- Alberta Education's Accountability Pillar assessments of improvement in comparing Calgary Board of Education results 2012 on provincial examinations to the organization's previous results
- Improvement in a previous area of concern – Science 6 at the standard of excellence

Reasonable progress is determined in the area of Science as a subgroup of Results 2: Academic Success. It recognizes existing patterns of improvement in some data sets, the unstable nature of other data sets, and the need to create additional improvement on others.

Overall progress in Science in the Calgary Board of Education is led by:

- levels of achievement across the grade levels
- Grade 6 and 9 PAT results at the acceptable standard and the standard of excellence that are above provincial achievement results and improving
- Biology 30 and Chemistry 30 results at the acceptable standard and the standard of excellence being maintained well above provincial achievement rates and Physics 30 results at the acceptable standard and the standard of excellence that are well above provincial achievement rates and improving

¹ This goal is specific to provincial achievement tests and diploma exams that are considered to be stable and statistically reliable by Alberta Education.

² Dawson, L.J. & Quinn, R. (2011). Boards that matter: Building blocks for implementing Coherent Governance® and Policy Governance®, p.49.

Focus areas for improvement in Science are student achievement in

- Grade 9 Science Knowledge and Employability (KAE)
- Science 30 at the acceptable standard and the standard of excellence

Improvement actions are included in an attachment to this report.

Board-approved Indicator |

Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.

Evidence of Reasonable Progress |

Background

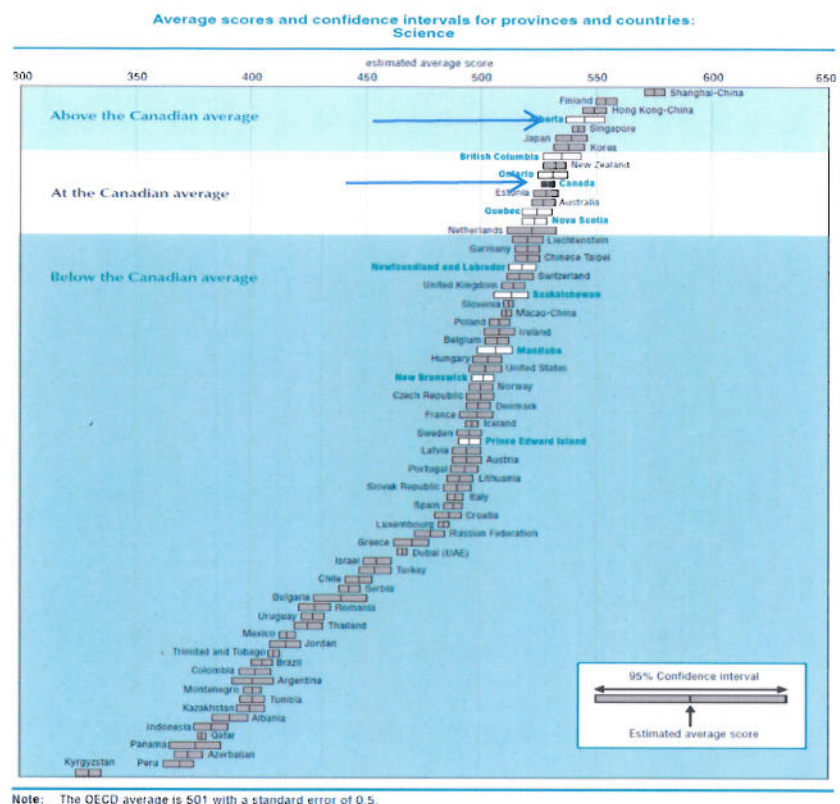
The achievement of Calgary Board of Education students, as measured by Provincial Achievement Tests and Diploma Examinations is strong and improving and meets or exceeds the level of achievement of students across the province in 10 of 14 measures.

This is a significant accomplishment. Results from the 2009 Programme for International Student Assessment (PISA) indicate that Canadian students excel. A breakdown of provincial achievement levels within the international results indicate that Alberta is an exceptionally high achieving province; arguably the highest achieving English speaking educational system in the world.

The following excerpt from a Statistics Canada report on the 2009 PISA results³ provides a visual image that demonstrates Alberta's leading levels of achievement in this area.

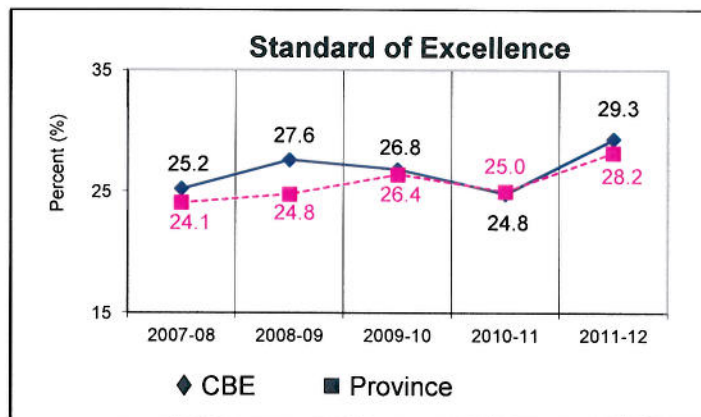
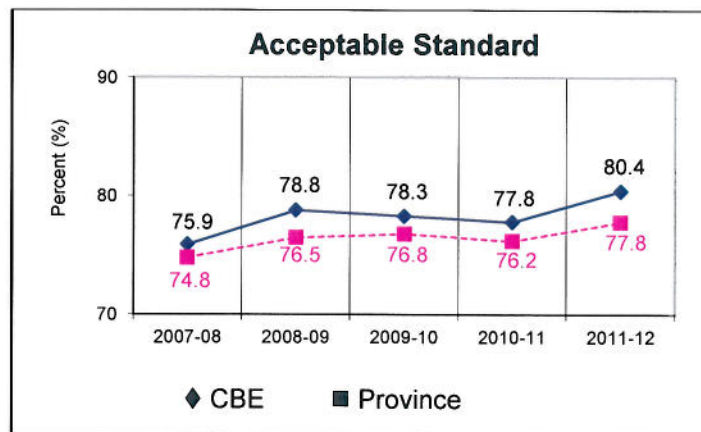
³ Knighton, Brochu & Glyzynski (2010). Measuring up: Canadian results on the OECD PISA study. Government of Canada, Minister of Industry.





Strong levels of achievement, including those that surpass provincial levels of achievement, is evidence of progress made by the Calgary Board of Education in ensuring that each student is scientifically literate and achieving success in Science.

2012 Grade 6 Science Provincial Achievement Test

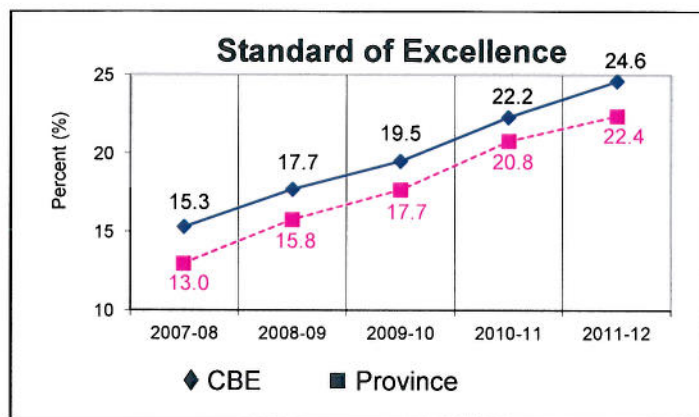
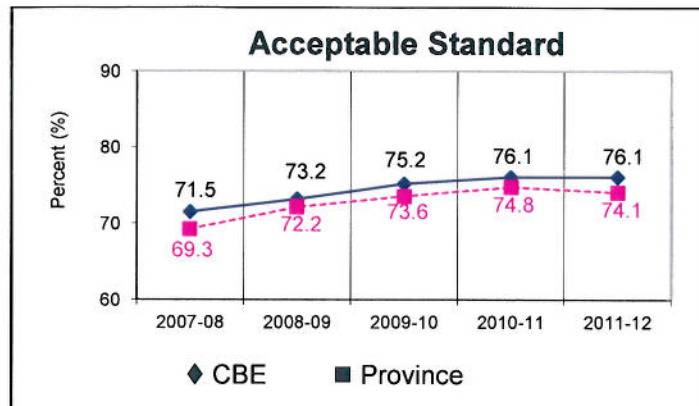


Achievement of CBE students on the 2012 Grade 6 Science Provincial Achievement Test exceeds provincial results and shows improvement in three ways:

- year-to-year improvement over the 2011 results
- as part of a long term improvement trend
- Alberta Education's assessment of "improved significantly" as compared to the jurisdiction's previous three-year average

Grade 6 Science			
Measure	Achievement	Improvement	Overall
Acceptable Standard	Intermediate	Improved Significantly	Good
Standard of Excellence	High	Improved Significantly	Good

2012 Grade 9 Science Provincial Achievement Test

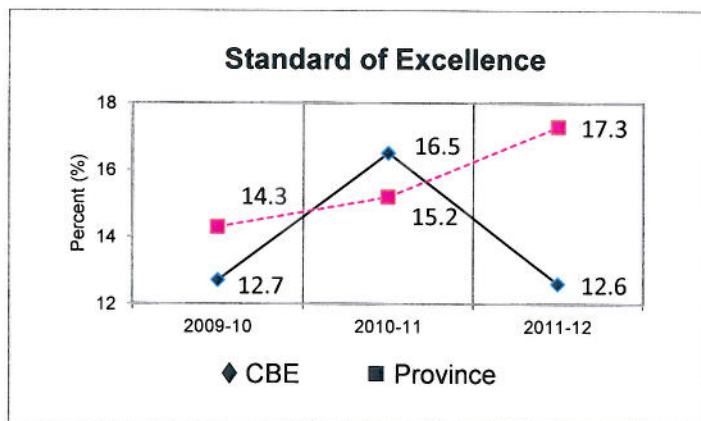
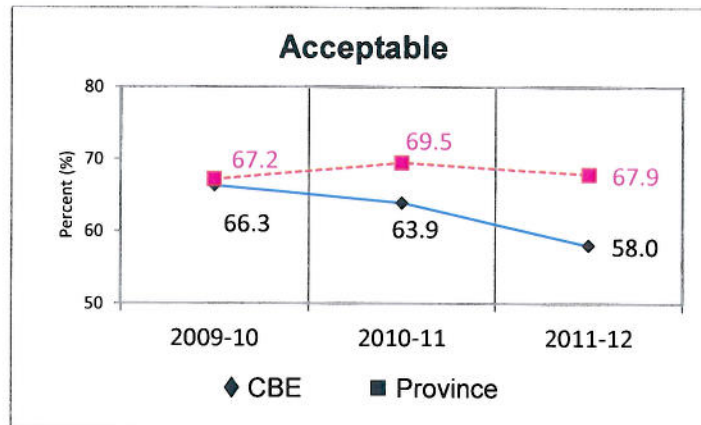


Achievement of CBE students on the 2012 Grade 9 Science Provincial Achievement Test exceeds provincial results and shows improvement in three ways:

- as part of a five-year improvement trend
- year-to-year improvement over 2011 results at the standard of excellence
- Alberta Education's assessment of "improved" at the acceptable standard and "improved significantly" at the standard of excellence as compared to the jurisdiction's previous three-year average

Grade 9 Science			
Measure	Achievement	Improvement	Overall
Acceptable Standard	High	Improved	Good
Standard of Excellence	Very High	Improved Significantly	Excellent

2012 Grade 9 Science Knowledge and Employability Provincial Achievement Test



While Alberta Education standardizes the Grade 9 Knowledge and Employability Provincial Achievement Tests so that long term indicators of improvement become more valuable, CBE results are noted by Alberta Education to have declined at the acceptable standard and to have been maintained at the standard of excellence as compared to the previous two years of testing.

Grade 9 Knowledge & Employability Science			
Measure	Achievement	Improvement	Overall
Acceptable Standard	n/a	Declined	n/a
Standard of Excellence	n/a	Maintained	n/a

Alberta Education reports achievement results based on all students registered in a course. Achievement of the Calgary Board of Education cohort (all students enrolled) was negatively impacted by the number of students excused from writing the tests and whose results were not included in either participation or achievement rates.

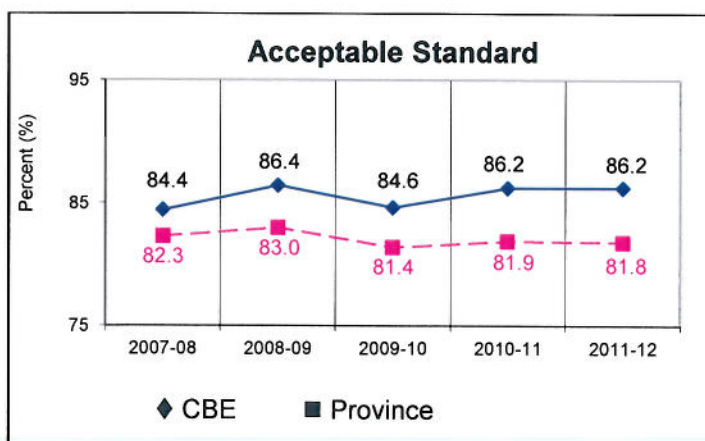
The CBE had a participation rate of 81.1% compared to the provincial participation rate of 85.6%. CBE participation rates were impacted by the number of students who were excused from the test; 11.2% of students were excused compared to 6.9% in the province. In the CBE this means that 16 of the 143 students registered in the course were excused from writing the test.

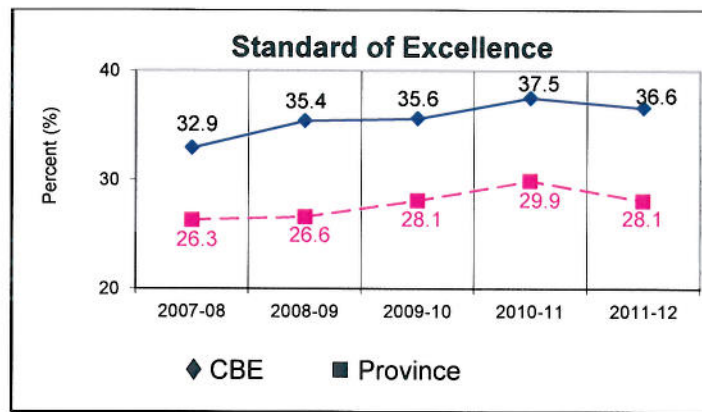
2012 Provincial Achievement Test Results Grade 9 Science Knowledge and Employability				
	CBE		Alberta	
	Acceptable	Excellence	Acceptable	Excellence
All students	58.0	12.6	67.9	17.3
Writers	71.6	15.5	79.3	20.2

■ Grade 9 Knowledge and Employability Targets

- in 2013 – increase number of writers achieving the acceptable standard to 75%
- by 2015 – participation rate to equal provincial participation rate; achievement of writers to be at or above the provincial achievement level

2012 Biology 30 Diploma Examination



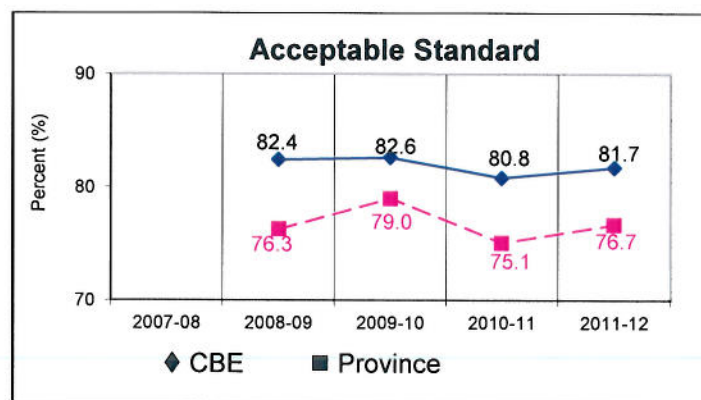


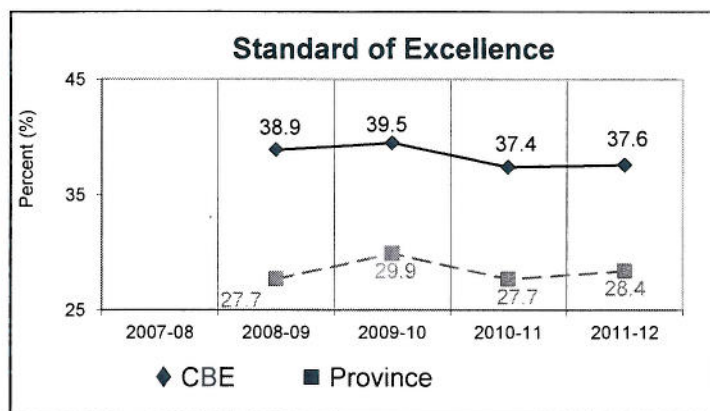
Achievement of CBE students on the 2012 Biology 30 Diploma results exceed provincial results, are being maintained at “high” and “very high” levels of achievement, and show improvement as part of a five-year trend.

Biology 30			
Measure	Achievement	Improvement	Overall
Acceptable Standard	High	Maintained	Good
Standard of Excellence	Very High	Maintained	Excellent

2012 Chemistry 30 Diploma Examination

A new program of studies was introduced for Chemistry 30 during the 2008-2009 school year. This program of studies and its provincial exam are approaching stability and a standard that is consistent over time.



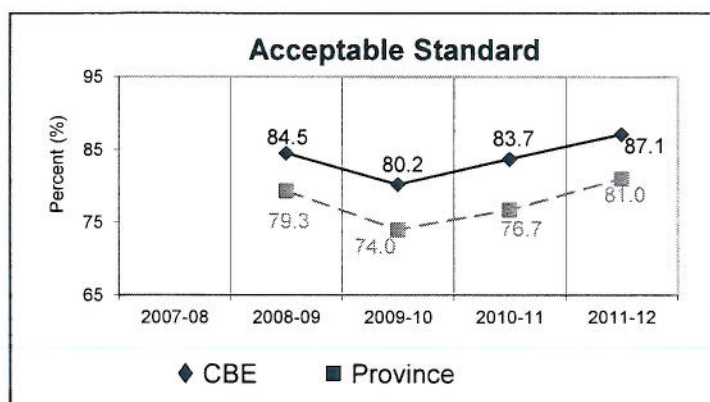


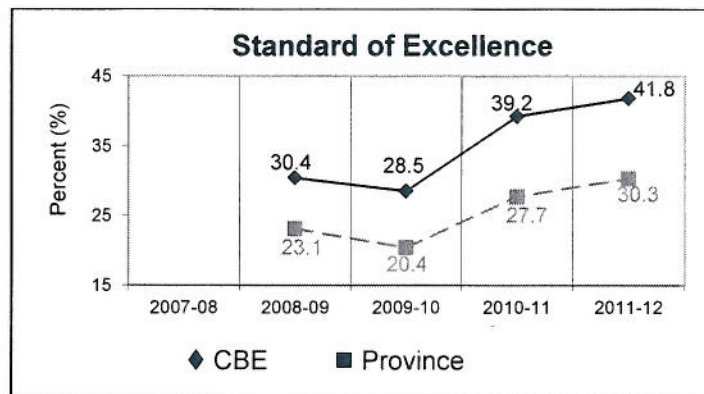
Achievement of CBE students on the 2012 Chemistry 30 Diploma results exceed provincial results, are being maintained at “high” and “very high” levels of achievement, and show improvement over 2011 results. CBE results mirror provincial trends at both standards.

Chemistry 30			
Measure	Achievement	Improvement	Overall
Acceptable Standard	High	Maintained	Good
Standard of Excellence	Very High	Maintained	Excellent

2012 Physics 30 Diploma Examination

A new program of studies was introduced for Physics 30 during the 2008-2009 school year. This program of studies and its provincial exam are approaching stability and a standard that is consistent over time.

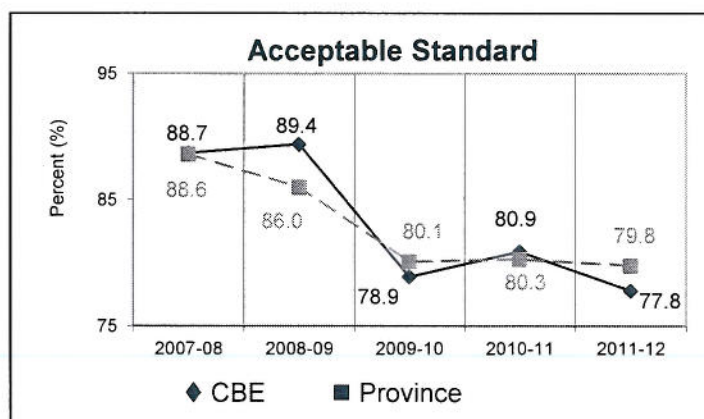


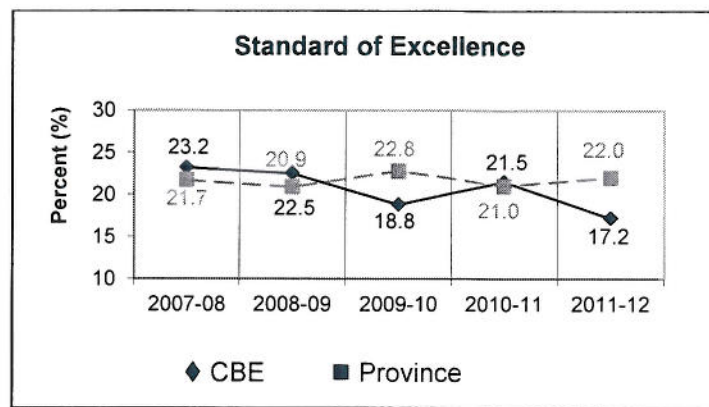


Achievement of CBE students on the 2012 Physics 30 Diploma results exceed provincial results, are both at “very high” levels of achievement, have improved over 2011 results, and show “significant improvement” in comparison to the organization’s previous three-year average. CBE results mirror provincial trends at both standards.

Physics 30			
Measure	Achievement	Improvement	Overall
Acceptable Standard	Very High	Improved Significantly	Excellent
Standard of Excellence	Very High	Improved Significantly	Excellent

2012 Science 30 Diploma Examination





Student results for Science 30 have fluctuated over the last five years. This is reflected in the Accountability Pillar assessment of improvement. The achievement of CBE students is fairly consistent with provincial patterns of achievement at the acceptable standard but less so at the standard of excellence.

Science 30			
Measure	Achievement	Improvement	Overall
Acceptable Standard	Low	Declined Significantly	Concern
Standard of Excellence	Intermediate	Declined Significantly	Issue

Science 30 Targets

- in 2013 – CBE student achievement to be within 2% of the provincial achievement rates at both the acceptable standard and the standard of excellence.
- by 2015 – CBE student achievement to be at or above provincial achievement rates and to be improving

Initial Data Sets |

The Chief Superintendent's Reasonable Interpretation for Results 2: Academic Success, as approved by the Board of Trustees, introduced a number of data sets from student report cards across the Calgary Board of Education.

Many of these assessment measures were part of 2011-2012 student report cards and initial data is available. Other measures are included on 2012-2013 student report cards and will be provided as initial data in 2013. Measures to be gathered from middle/junior high school report cards will be available as data in 2014.

Initial data from student report cards add to the evidence of strong student achievement in Science in the Calgary Board of Education. Patterns of achievement will be established as multiple years of data are collected and analyzed, and report card information will be combined with information from provincial achievement testing.

Board-approved Indicator |

Percentage of elementary students demonstrating satisfactory, very good, or excellent achievement with communication learning outcomes; as measured by elementary report cards.

2012 Initial data |

Communicates understanding of science through writing or speaking, models, pictures, or demonstration – all elementary	
Satisfactory	43.2%
Very good	35.2%
Excellent	10.0%
Total	88.4%

Communicates understanding of science through writing or speaking, models, pictures, or demonstration						
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Total	87.4%	90.7%	88.9%	89.3%	87.3%	85.4%

Board-approved Indicator |

Percentage of students demonstrating satisfactory, very good or excellent achievement with complex learning outcomes within each discipline; as measured by elementary school report cards.

2012 Initial data |

Applies scientific processes and skills while creating/solving problems – all elementary	
Satisfactory	45.9%
Very good	35.5%
Excellent	9.0%
Total	90.4%

Applies scientific processes and skills while creating/solving problems						
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Total	89.2%	91.7%	90.7%	91.9%	89.7%	87.6%

Board-approved Indicator |

Percentage of students who achieve 50% or above and 80% or above in culminating high school courses not included in provincial achievement testing.

2012 Initial Data |

	Science 24	Science 20-4
50% or above	86%	83%
80% or above	15%	19%

ATTACHMENT I: Capacity Building Information

ATTACHMENT II: Results 2 Reasonable Interpretation

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



CAPACITY BUILDING INFORMATION

attachment

Indicator

Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations

Factors contributing to success in the number of students achieving the acceptable standard and the standard of excellence on Science Provincial Achievement Tests and Diploma Examinations include:

- a data orientation informing the work of schools and professional learning communities
- a focus on professional learning in support of implementing the new programs of studies over the past several years
- a focus on formative assessment, responsive instructional practices and rigorous and relevant task design as part of personalized learning strategies
- school learning teams, area learning teams and learning specialists as support systems for teachers and principals

Areas for improvement within this indicator |

- Grade 9 Science Knowledge and Employability*
- Science 30

*recognizing the instability of the Provincial Achievement Tests in this course

Forward Looking Actions |

Grade 9 Science Knowledge and Employability

- continued system-wide and school-specific support to ensure students are enrolled in courses best matched to their learning needs and goals
- new focus on professional learning for principals and teachers to increase understanding of Knowledge and Employability courses, learning outcomes and optimal instructional tasks
- school-by-school focus on improving results through school development plans and professional learning communities



attachment

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

Science 30

- school-by-school focus on improving results through school development plans and professional learning communities
- system-wide and school-by-school focus on developing rigorous learning tasks that integrate the three disciplines within Science 30: biology, chemistry and physics



attachment

Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

Approved May 15, 2012

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

- The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.
- As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.
- As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.
- The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.
- The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.
- The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.



attachment

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

- The Chief Superintendent interprets *competencies* to mean the set of attitudes, skills and knowledge identified by Alberta Education⁴ as crossing specific subject areas and being key to students' personal fulfilment, active citizenship and employability.
 - critical thinking, problem solving and decision-making
 - creativity and innovation
 - social, cultural, global and environmental responsibility
 - communication
 - digital and technological fluency
 - lifelong learning, personal management and well-being; and
 - collaboration and leadership.
- The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below, as well as Career and Technology Studies.
- The Chief Superintendent interprets *Arts* to mean the Fine Arts programs of study, including Art, Music and Drama.
- The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Indicators

1. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in reading skills; as measured by elementary school report cards.
2. Percentage of middle/junior high school students experiencing success with reading skills; as measured by middle/junior high school report cards.⁵
3. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in understanding mathematical concepts, skills and procedures; as measured by elementary school report cards.

⁴ Alberta Education. (2011). *Framework for student learning: competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit.*

⁵ Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.



attachment

Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

4. Percentage of middle/junior high school students experiencing success with mathematical concepts, skills and procedures; as measured by middle/junior high school report cards.⁶
5. Percentage of kindergarten students meeting or demonstrating strong development in meeting expectations for communication; as measured by kindergarten report cards.
6. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement with communication learning outcomes; as measured by elementary school report cards.
 - a. Communicates information and ideas through speaking
 - b. Communicates information and ideas through representing
 - c. Communicates understanding of mathematics through writing or speaking, using manipulatives, pictures
 - d. Communicates understanding of Science through writing, speaking, models, pictures or demonstration
 - e. Communicates understanding of social studies through writing, speaking, models, or pictures, etc.
7. Percentage of middle/junior high school students experiencing success with communication learning outcomes; as measured by middle/junior high school report cards.⁷
8. Percentage of grade 12 students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
9. Percentage of grade 12 students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
10. Percentage of grade 12 students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

⁶ Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.

⁷ Following a review of Calgary Board of Education middle/junior high school report cards, data for these measures are expected to be first available at the end of the 2013-2014 school year.



attachment

Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

11. Percentage of grade 12 students who report they can make connections between new ideas and prior learning; as measured by the Calgary Board of Education student survey.
12. Percentage of grade 12 students who report they can critically evaluate complex information and ideas; as measured by the Calgary Board of Education student survey.
13. Percentage of grade 12 students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.
14. Percentage of grade 12 students who report they use creative thinking to build understanding and represent their learning; as measured by the Calgary Board of Education student survey.
15. Percentage of grade 12 students who report they can select and combine ideas in a meaningful way; as measured by the Calgary Board of Education student survey.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages



attachment

Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

Interpretation |

- The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.
- The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.
- The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.
2. Percentage of students who achieve 50% or above and 80% or above in culminating high school courses not included in provincial achievement testing.
 - a. English Language Arts 30-4
 - b. Spanish Language Arts 30
 - c. Mathematics 20-4, Mathematics 31
 - d. Science 24, Science 20-4
 - e. Social Studies 20-4
 - f. Physical Education 10 – 3 credit and 5 credit, Physical Education 30
 - g. Art 30, Choral Music 30, General Music 30, Instrumental Music 30, Drama 30
 - h. French as a Second Language 30, Chinese (Mandarin) Language and Culture 30, German Language and Culture 30, Spanish, Language and Culture 30
 - i. Career and Technology Studies advanced-level courses in Business, Administration, Finance & Information Technology (BIT), Health, Recreation & Human Services (HRH), Media, Design & Communication Arts (MDC), Natural Resources (NAT), and Trades, Manufacturing & Transportation (TMT).



attachment

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

3. Percentage of students meeting or demonstrating strong development in meeting expectations complex learning outcomes in English Language Arts and Mathematics; as measured by kindergarten report cards.
 - a. English Language Arts
 - i. Comprehends different kinds of text
 - b. Mathematics
 - i. Applies mathematical skills and strategies to solve problems
4. Percentage of students demonstrating satisfactory, very good or excellent achievement with complex learning outcomes within each discipline; as measured by elementary school report cards.
 - a. English Language Arts
 - i. Comprehends different kinds of text
 - ii. Writes to develop, organize and express information and ideas
 - b. Mathematics
 - i. Applies mathematical skills and strategies to solve problems
 - c. Science
 - i. Applies scientific processes and skills while creating/solving problems
 - d. Social Studies
 - i. Gathers, analyzes and evaluates information
 - e. Physical Education
 - i. Acquires and applies basic skills
 - f. Art, Music, Drama
 - i. Applies skills and knowledge
 - g. Languages
 - i. Responds to other's ideas and viewpoints
5. Percentage of students experiencing success with complex learning outcomes within each discipline; as measured by middle/junior high school report cards.⁸
6. Percentage of academic learning objectives met by students whose achievement is reported through their Individual Program Plans.

⁸ Following a review of Calgary Board of Education middle/junior high school report cards, data for these measures are expected to be available at the end of the 2013-2014 school year.



attachment

Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

7. Percentage of students in specialized programs and unique settings who are reported to meet academic learning objectives through program-specific report cards.⁹
8. Percentage of students participating in 4 or more Diploma Examinations within three years of starting high school.
9. Percentage of students eligible for the Rutherford Scholarship.
10. Mean grade level on Advanced Placement Examinations.
11. Mean grade level on International Baccalaureate Examinations.

2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

Interpretation |

- The Chief Superintendent interprets *technologically fluent* to mean Alberta Education's learning competency "digital and technological fluency" in which students "competently use information and communication technologies as tools in a variety of digital environments and media".¹⁰
- The Chief Superintendent interprets *critically, ethically and safely* to mean that students make reasoned, reflective judgments about what to do or believe as they work to meet their learning goals.

Indicators |

1. Percentage of grade 4 students who report they can use technology to help them learn; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.

⁹ Following a review of Calgary Board of Education specialized program report cards, data for these measures are expected to be available at the end of the 2013-2014 school year.

¹⁰ Alberta Education. (2011). *Framework for student learning: competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit*.



attachment

Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

2. Percentage of grade 4 students who report they can use technology to communicate with others; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.
3. Percentage of grade 7, 10 and 12 students who report they are confident in their abilities to use digital technologies in support of their learning; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
4. Percentage of grade 7, 10 and 12 students who report they are capable of using digital technologies to communicate effectively with others; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
5. Percentage of grade 7, 10 and 12 students who report they can use technology to investigate and solve problems; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
6. Percentage of grade 7, 10 and 12 students who report they can assess critically the information presented in a variety of online environments; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.



operational
expectations
monitoring report

OE-7: Asset Protection

January 22, 2013

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Asset Protection, the Chief Superintendent certifies that the proceeding information is accurate and complete.

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: _____

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Asset Protection, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



operational
expectations
monitoring report

OE-7: Asset Protection

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.	
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Board-approved Interpretation |

The Chief Superintendent interprets *all organizational assets* to mean all assets owned by the Calgary Board of Education. This includes all asset categories recorded on the organization's balance sheet.

Currently there are certain inventories of supplies that are not tracked and recorded on the balance sheet of the organization, and which therefore would not be considered as part of the above interpretation of *all organizational assets*. However, the CBE is in the process of developing tracking mechanisms for some of the larger inventories (such as musical instruments and textbooks), and at such time as they are incorporated into the balance sheet, OE-7 would apply.

The Chief Superintendent interprets *adequately protected, properly maintained, appropriately used and not placed at undue risk* to mean that controls and processes are in place to ensure that assets are safeguarded, kept in safe working order, used for the purposes for which they were intended – all within the context of the organization's defined risk tolerance profile. This means that controls and processes are in place to decrease risk to a medium or low level.

The Chief Superintendent will

7.1	Insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.	the indicator was achieved
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Board-approved Interpretation |

The Chief Superintendent interprets *comparable organizations* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium



("USIC") and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Board-approved Indicators of Compliance |

USIC (and therefore CBE) coverage of risks is greater than or equal to the Ontario School Board Insurance Exchange.

Evidence of Compliance |

USIC's coverage of risk is greater than or equal to that of the Ontario School Board Insurance Exchange, as measured by internal tracking.

7.2	Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.	the indicator was achieved
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Board-approved Interpretation |

The Chief Superintendent interprets *school districts of comparable size and character* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium ("USIC") and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Board-approved Indicators of Compliance |

USIC (and therefore CBE) coverage of risks is comparable to the Ontario School Board Insurance Exchange.

Evidence of Compliance |

USIC's coverage of Errors and Omissions and Comprehensive General Liability is greater than that of the Ontario School Board Insurance Exchange, as measured by internal tracking.



7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.	three of four applicable indicators were achieved
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Board-approved Interpretation |

The Chief Superintendent interprets *protect* to mean that internal control processes and insurance coverage appropriately reflect the risk exposure.

The Chief Superintendent interprets *information* to mean a collection of facts or data, and this sub-section to apply to corporate data – both digital and non-digital information.

The Chief Superintendent interprets Intellectual Property to mean certain intangible rights in works, materials, creations and inventions and includes, without limitation, trademarks, copyright, patents, trade secrets, moral rights and other intellectual property rights that are generated or result from the creation, invention or generation by CBE employees and contractors of such works, materials, creations or inventions in their course of their employment or contractual relationship with CBE or using CBE resources or funding. In such events, all such Intellectual Property rights vest, by statute, in the CBE, except for moral rights that vest in the creator unless waived in writing.

Intellectual Property rights in works, creations, materials and inventions created or generated by a CBE employee outside his or her CBE employment mandate and hours of work with CBE and not using CBE funding or resources will be deemed to vest in such employee, unless the CBE employee has assigned such Intellectual Property rights to CBE or another party.

The Chief Superintendent interprets *fixed assets* to mean assets capitalized on the balance sheet of the CBE's financial statements.

The Chief Superintendent interprets *loss or significant damage* to mean loss or damage sufficient to require replacement or major repair costing in excess of \$25,000.

Board-approved Indicators of Compliance |

1. a) 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles), as measured by internal tracking.

- b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.
2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked, as measured by internal tracking.
3. 100% of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.
4. To the extent any agreements or legal documents refer to Intellectual Property rights of CBE, such agreements or documents shall contain a provision clarifying that CBE has custody or control of the documents or materials with respect to which the Intellectual Property rights exist, provided such provision is applicable within the context of such agreements or documents, as measured by internal tracking.
5. 100% of Intellectual Property related to research works produced through the direction of the Board and any other Board produced documents required by the Chief Superintendent to be copyrighted, shall show the Calgary Board of Education copyright and an acknowledgement of the authors, as measured by internal tracking.

Evidence of Compliance |

1.
 - a) Administration is declaring non-compliance with this indicator, as it is not possible to measure compliance at this time. Efforts are currently directed toward research, design, training and implementation of Generally Accepted Record Keeping Principles. The Corporate Records Management Program time line is available on the Calgary Board of Education website using the following pathway: www.cbe.ab.ca > students > student records/transcripts.
 - b) Targets were met as reported to the Board of Trustees in Chief Superintendent written reports dated March 20, 2012, June 19, 2012 and October 2, 2012.
2. Internal tracking determined that there were no successful intrusion attempts. Details of this process are found in the Attachment.
3. The Calgary Board of Education Learning Innovation internal controls confirm that 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems are access controlled with passwords. These processes are described in detail in the Attachment.
4. All contracts and service agreements executed by the Calgary Board of Education included a provision to protect CBE's intellectual property rights, where applicable.



5. This indicator was approved on October 2, 2012 and was not tracked in the 2011-12 school year.

7.4	Allow facilities and equipment to be subject to improper use or insufficient maintenance.	four of four indicators were achieved
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean managing maintenance requirements within the confines of the funding provided by Alberta Education for the purposes of maintenance.

The Chief Superintendent interprets *improper use* to mean used for purposes other than intended, and excludes acts of vandalism and break and enters.

Board-approved Indicators of Compliance |

1. 100% of provincial plant operations and maintenance funding is spent at a minimum on the following: custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services, as measured by internal tracking.
2. 100% of the rolling three year average for Infrastructure Maintenance Renewal (IMR) funding entitlement is expended on qualified IMR projects, and 90% of these are expended annually, as measured by internal tracking.
3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal", as measured by internal tracking.
4. No more than five instances, per annum, of remedial work exceeding \$10,000 is required to address the impact of improper use, as measured by internal tracking.

Evidence of Compliance |

1. In 2011-12, \$84.4 million was spent on custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services. The plant operations and maintenance (PO&M) funding received was \$80.7 million, therefore 105% of PO&M funding was spent on these services.
2. Over the three-year period from 2009-10 to 2011-12, \$62.5 million was spent on qualified IMR projects, while \$54.9 million in IMR funding was received (114% of IMR funding spent on IMR projects). In 2011-12, the spending was \$25.1 million and IMR funding \$18.4 million (136% of IMR funding spent on IMR projects).



3. In 2011-12, only 2 of 182 (1%) schools had a facility condition index of marginal.
4. In 2011-12, there were no instances of remedial work exceeding \$10,000.

7.5	Recklessly expose the organization, the Board or employees to legal liability.	the indicator was achieved
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Board-approved Interpretation |

The Chief Superintendent interprets *recklessly* to mean to act in a manner that would be considered by the courts to be negligence and/or willful misconduct.

Board-approved Indicators of Compliance |

Zero instances of proven negligence or willful misconduct, as measured by internal tracking.

Evidence of Compliance |

There were no instances of negligence or of willful misconduct proven in the courts.

7.6	Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.	the indicator was achieved
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Board-approved Interpretation |

The Chief Superintendent interprets *financial instruments* to mean all investments.

The Chief Superintendent interprets *permitted by the Minister of Education* to refer to ability to invest in accordance with the “prudent person” rule granted by the Minister of Education. This provision restricts discretion in investments to that of a prudent person seeking reasonable income and preservation of capital.

Board-approved Indicators of Compliance |

100% of all investments are in alignment with legislated and ministerial requirements, as measured by internal tracking.

Evidence of Compliance |

Quarterly investment reports received from CBE’s investment management firms indicate that all investments were in compliance with legislated and ministerial requirements.

7.7 Acquire, encumber or dispose of real property.	the indicator was achieved
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that only the Board of Trustees is permitted to acquire, encumber or dispose of school properties, subject to Provincial and Municipal requirements.

The Chief Superintendent interprets *real property* to mean land and buildings.

The Chief Superintendent interprets *encumber* to mean burden with financial claims (mortgage) or other registrations affecting transferability of the property, but excluding standard property encumbrances such as utility right of way and temporary construction liens.

Board-approved Indicators of Compliance |

100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees, as measured by internal tracking.

Evidence of Compliance |

Below is a summary of real property that was disposed in 2011-12, and the Board of Trustees' approval date:

<u>Transfer date</u>	<u>Name of CBE Property</u>	<u>Board Approval</u>
December 2, 2011	King Edward School Property	September 7, 2010
January 19, 2012	Albert Park School Property	June 21, 2011
June 21, 2012	515 Macleod Trail Property	November 29, 2011

No property was acquired in 2011-12. No encumbrances were made against real property other than standard property encumbrances such as utility right of way and temporary construction liens.

7.8 Take any action that damages the organization's public image or credibility.	not applicable
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that the Board of Trustees considers the organization's public image and credibility to be an asset that requires protection and preventative measures.

The Chief Superintendent interprets *take any action* to mean specific acts by employees of the Calgary Board of Education in the performance of their role within the organization.

The Chief Superintendent interprets *take any action that damages the organization's public image or credibility* to have the same meaning as *does not take action that endangers the organization's public image or credibility* as defined in OE-1, that is, to mean that administration leads the Calgary Board of Education and its operations in a way that meets or exceeds the community's expectations for the conduct of a public institution.

Board-approved Indicators of Compliance |

Calgary Board of Education employees are alerted to the expectations for their conduct in the context of their employment with the CBE through Administrative Regulation 4027 – Code of Conduct for Employees:

- a) at the point of hire;
- b) annually by school principals;
- c) annually by supervisors.

Evidence of Compliance |

This measure was introduced during the 2011-12 reporting cycle and was not tracked during the period.

ATTACHMENT: OE-7: Asset Protection - Process Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



attachment

OE-7: Asset Protection

Process Information – Protection of Electronic Data

January 22, 2013

Internal tracking for intrusions into the CBE Information Systems includes:

- Ongoing routine monitoring of CBE systems and applications.
- Examination of CBE's firewall transaction logs.
 - The vast majority of intrusion attempts were from the Internet and involved routine port scans, probes, and failed access attempts or attacks. CBE firewalls successfully blocked all such transactions with no successful intrusions detected.
- Unauthorized access, missing (stolen) data and unauthorized changes as reported by users or system administrators.
 - Whenever incidents or suspected incidents are reported a formal security incident process is carried out and a report is prepared that documents the incident along with whether or not an intrusion attempt was successful. No reports of unauthorized access or missing (stolen) data or unauthorized changes were reported for the 2011-12 school year.

Internal Controls for ensuring that critical/sensitive/confidential electronic information and data within CBE-managed systems are access controlled with passwords:

- The CBE observes an industry standard layered or 'Defense in Depth' model. At the core of the CBE's electronic environment is a hierarchical Corporate Directory Structure that permits the organization to utilize various Directory Services. These Directory Services are the primary means by which access to all electronic data and information within CBE managed systems are assigned, controlled and managed. Specifically, directory services allow the CBE to manage all users as well as the accesses they have to network resources.
- Evidence of compliance can be drawn from our ongoing maintenance and review work that ensures that the Corporate Directory Structure (CDS) is well maintained, is 'healthy' and satisfies expected security standards.
- Internal procedures and routine IT maintenance work and audits of the CDS support the following:
 - All staff/contractor user accounts have a non-discretionary password requirement.
 - Guest-type accounts (that do not require a password) are not enabled.



- Password expiration is enforced and is not discretionary for staff/contractors.
 - User account creation requires pre-authorization and is formally documented.
 - 'Health Checks' of the CBE's Corporate Directory Structure are performed independently by Microsoft consistent with our maintenance schedules.
 - Annual external audits of Financial and interrelated systems provide good evidence of existing internal controls that are consistent with the previous points.
- In addition, controls outside of the CDS layer provide further evidence that this measure has been met. Specifically, routine internal reviews and audits of the network's aggregation layer have not identified areas where access can be gained without an account and password.



report to Board of Trustees

By-Law To Provide For The Nomination And Election Of Trustees By Wards and to Determine the Boundaries of the Wards (the Ward System Bylaw)

Date	January 22, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	J. Barkway, Corporate Secretary
Purpose	Decision
Originator	G. Francis, General Counsel
Governance Policy Reference	Governance Culture GC-1: Board Purpose GC-3: Board Job Description

1 | Recommendation

- THAT Bylaw Number 1 of 2013, Being a Bylaw of the Calgary Board of Education to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards be given first reading.
- THAT the Board of Trustees approves Bylaw Number 1 of 2013, as given first reading.
- THAT Bylaw Number 1 of 2013 be given second reading.
- THAT the Board of Trustees approves Bylaw Number 1 of 2013 of the Calgary Board of Education to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards as read the second time.
- THAT, in accordance with Section 69 of the School Act, Bylaw Number 1 of 2013, be given third reading.

(Note: if the Board unanimously approves the above recommendation, it can proceed with the following resolutions)



- THAT the Board of Trustees approves Bylaw Number 1 of 2013, Being a Bylaw of the Calgary Board of Education to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards as read for the third time.
- THAT the Board of Trustees seeks Ministerial approval for the nomination and election of trustees by wards and the boundaries of the wards, as described in Bylaw 1 of 2013.

2 | Background

Section 262(1) of the School Act provides that a board of trustees, with the approval of the Minister of Education, may by bylaw provide for the nomination and election of trustees by wards and determine the boundaries of the wards.

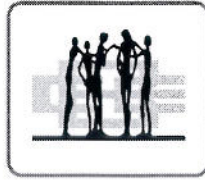
Section 262(2) of the School Act provides that if a board of trustees intends to pass a bylaw to provide for the nomination and election of trustees by wards, they may do so prior to March 1 in a year in which a general election is to be held. Board approval of this bylaw will meet this requirement.

Subsequent to the Board of Trustees approving this Bylaw, the Board must request Ministerial approval.

ATTACHMENT

Attachment I: Bylaw Number 1 of 2013, Being a Bylaw of the Calgary Board of Education To Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards





Calgary Board of Education
Bylaw No. 1 of 2013

A Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards
(the Ward System Bylaw)

Whereas it is deemed expedient by the Board of Trustees of The Calgary Board of Education (Calgary School District No. 19), that the election of trustees shall be by ward system in accordance with Section 262 of the School Act;

And Whereas The Board of Trustees of The Calgary Board of Education (Calgary School District No. 19) desires to replace Bylaw 1 of 2010 approved by Ministerial Order 026/2010 providing for the nomination and election of trustees by wards;

Now Therefore, it is hereby resolved that The Board of Trustees of The Calgary Board of Education (Calgary School District No. 19) enacts as follows:

1. Pursuant to Section 262(1)(a) of the School Act, The Calgary Board of Education provides for the nomination and election of Trustees by ward in the following manner:
 - (i) One (1) trustee to be elected in Wards 1 and 2
 - (ii) One (1) trustee to be elected in Wards 3 and 4
 - (iii) One (1) trustee to be elected in Wards 5 and 10
 - (iv) One (1) trustee to be elected in Wards 6 and 7
 - (v) One (1) trustee to be elected in Wards 8 and 9
 - (vi) One (1) trustee to be elected in Wards 11 and 13
 - (vii) One (1) trustee to be elected in Wards 12 and 14.
2. The boundaries of the wards for school purposes shall be as shown in the shaded areas of the map attached as Schedule "A" hereto and hereby incorporated as part of this Bylaw and as set out in Schedule B attached hereto and hereby incorporated as part of this Bylaw. In case of any

discrepancy between Schedule "A" and Schedule "B", the boundaries for Wards for school board election purpose set out in Schedule "B" shall prevail.

3. The new boundaries reflect the annexation of lands completed by the City of Calgary and approved for school purposes by Ministerial Orders 057/2011 and 063/2011.
4. This Bylaw shall be effective October 21, 2013.

READ A FIRST TIME THIS _____ DAY OF _____, 2013

READ A SECOND TIME THIS _____ DAY OF _____, 2013

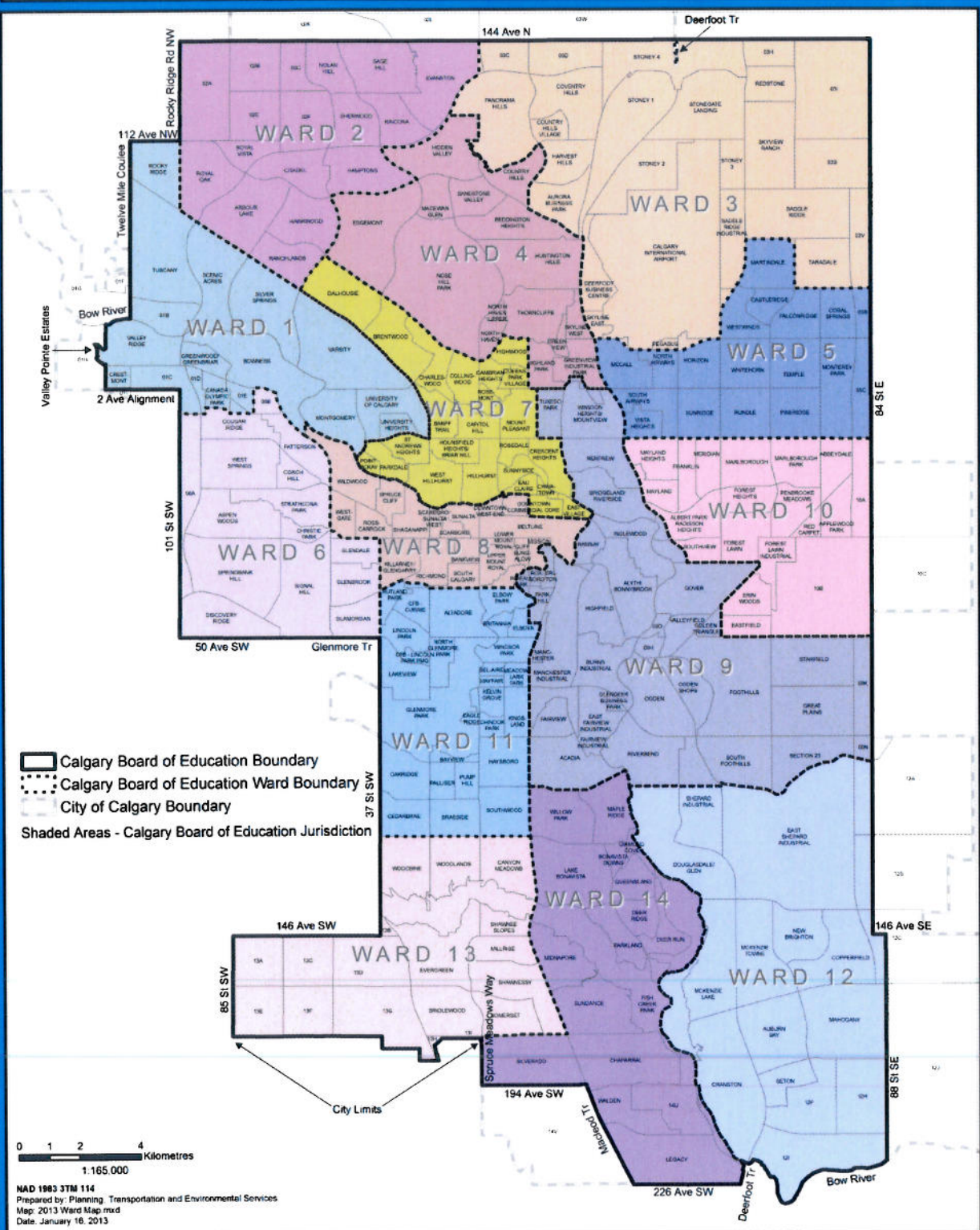
READ A THIRD TIME THIS _____ DAY OF _____, 2013

Chair, Board of Trustees
Patricia J. Cochrane

Corporate Secretary
Janice R. Barkway

APPROVED this _____ day of _____, 2013

Minister of Education



Schedule "B"

Ward Boundary Descriptions for The Calgary Board of Education
Effective October 21, 2013

Ward Number 1:

North Boundary	City of Calgary City Limits, Rocky Ridge Road, Crowchild Trail NW;
East Boundary	Crowchild Trail NW;
South Boundary	16 Avenue, Shaganappi Trail NW, Line Southwest to Bow River, Bow River, East parcel boundary of 1830 Sarcee Trail, Sarcee Trail SW, 16 Avenue W, 77 Street alignment, Winter Heights (4 Avenue alignment), 85 Street, North Parcel Boundary 405 85 Street, 93 Street alignment, 4 Avenue alignment SW;
West Boundary	101 Street alignment, 2 Avenue Alignment, Crestridge Terrace SW alignment, south parcel boundary of 239 and 235 Valley Pointe Place NW, west parcel boundary of 231-219 Valley Pointe Place, west parcel boundary of 186R Valley Pointe Way, west parcel boundary of 190-242 Valley Pointe Way, north parcel boundary of 23-3 Valley Pointe View, north parcel boundary of 246-279 Valley Pointe Way, west parcel boundary of 240R Valley Crest Court and 319 Valley Woods Place, Bow River, Twelve Mile Coulee Road Alignment, Twelve Mile Coulee Rd NW.

Ward Number 2:

North Boundary	144 Avenue, 144 Avenue Alignment, 144 Avenue NW;
East Boundary	14 Street, Stoney Trail, Shaganappi Trail, Country Hills Boulevard, Sarcee Trail NW;
South Boundary	Crowchild Trail NW;
West Boundary	Rocky Ridge Road NW, City of Calgary City Limits.

Ward Number 3:

North Boundary	144 Avenue N, 144 Avenue Alignment to Deerfoot Trail NE, City of Calgary City Limits;
East Boundary	City of Calgary City Limits;
South Boundary	64 Avenue alignment, 64 Avenue, Falconridge Boulevard, west side of Saddletown Circle, 80 Avenue, Metis Trail, McKnight Boulevard NE;
West Boundary	Deerfoot Trail, Beddington Trail NE, Harvest Hills Boulevard N, Country Hills Boulevard NW, West Nose Creek, 112 Avenue alignment, 14 Street alignment, North parcel boundaries of 1660 Hidden Creek Way, 52 - 92 Hidden Creek Circle, Lane north of 91 Hidden Creek Rise, North parcel boundaries of 95 -157 Hidden Creek Rise, 244 – 176 Hidden Creek Road, 30, 26 and 22 Hidden Creek Manor, Stoney Trail, 14 Street NW.

Ward Number 4:

North Boundary	Stoney Trail, North parcel boundaries of 22, 26 and 30 Hidden Creek Manor, 176 – 244 Hidden Creek Road, 157 – 95 Hidden Creek Rise, Lane north of 91 Hidden Creek Rise, North parcel boundaries of 92 – 52 Hidden Creek Circle and 1660 Hidden Creek Way, 14 Street alignment, 112 Avenue NW alignment, West Nose Creek, Country Hills Boulevard NW, Harvest Hills Boulevard N, Beddington Trail NE;
East Boundary	Deerfoot Trail NE;
South Boundary	32 Avenue, 36 Avenue, Edmonton Trail NE, 32 Avenue N, 4 Street, McKnight Boulevard, John Laurie Boulevard NW;
West Boundary	Sarcee Trail, Country Hills Boulevard, Shaganappi Trail NW.

Ward Number 5:

North Boundary	McKnight Boulevard, Metis Trail, 80 Avenue, west side of Saddletown Circle, Falconridge Boulevard, 64 Avenue, 64 Avenue alignment NE;
East Boundary	City of Calgary City Limits;
South Boundary	16 Avenue NE;
West Boundary	Deerfoot Trail NE.

Ward Number 6:

North Boundary	4 Avenue alignment, 93 Street alignment, North parcel boundary 405 85 Street, 85 Street, Winter Heights (4 Avenue alignment), 77 Street alignment SW, 16 Avenue W;
East Boundary	Sarcee Trail, 17 Avenue, 37 Street SW;
South Boundary	City of Calgary City Limits;
West Boundary	City of Calgary City Limits.

Ward Number 7:

North Boundary	John Laurie Boulevard, McKnight Boulevard NW;
East Boundary	4 Street, 32 Avenue, 2 Street NW, 16 Avenue N, Edmonton Trail NE, Bow River, Elbow River;
South Boundary	CPR Tracks, 4 Street, 3 Avenue, 8 Street, 4 Avenue SW, LRT tracks, Bow River;
West Boundary	Line northeast to Shaganappi Trail, Shaganappi Trail, 16 Avenue, Crowchild Trail, Sarcee Trail NW.

Ward Number 8:

North Boundary	Bow River, LRT tracks, 4 Avenue, 8 Street, 3 Avenue, 4 Street SW, CPR Tracks;
East Boundary	Elbow River;
South Boundary	North parcel boundary of 3602 Elbow Drive, 34 Avenue, Crowchild Trail, 33 Avenue, 32 Avenue, Richmond Road SW;
West Boundary	37 Street, 17 Avenue, Sarcree Trail SW, East parcel boundary of 1830 Sarcree Trail W.

Ward Number 9:

North Boundary	32 Avenue N, Edmonton Trail, 36 Avenue, 32 Avenue NE;
East Boundary	Deerfoot Trail E, 26 Avenue alignment, 26 Avenue, North parcel boundary of 4790 Hubalta Road, 48 Street, Hubalta Road, North parcel boundary of 4885 Hubalta Road SE, CNR Tracks, 35 Street, East parcel boundary of 3596 44 Avenue, 35 Street, 50 Avenue, 50 Avenue alignment, City of Calgary City Limits to Glenmore Trail, 84 Street SE;
South Boundary	Irrigation Canal, Barlow Trail, 98 Avenue alignment SE, Bow River to Eric Harvie Bridge, Line West Southwest to Southland Drive, Southland Drive SE;
West Boundary	Macleod Trail S, 45 Avenue, 4 Street alignment SW, Elbow River, Bow River, Edmonton Trail NE, 16 Avenue N, 2 Street NW.

Ward Number 10:

North Boundary	16 Avenue NE;
East Boundary	City of Calgary City limits to 8 Avenue NE alignment, 84 Street SE;
South Boundary	50 Avenue alignment, 50 Avenue SE;
West Boundary	35 Street SE, East parcel boundary of 3596 44 Avenue, 35 Street SE, CNR Tracks, North parcel boundary of 4885 Hubalta Road, Hubalta Road, 48 Street, North parcel boundary of 4790 Hubalta Road, 26 Avenue, 26 Avenue SE alignment, Deerfoot Trail E.

Ward Number 11:

North Boundary	Richmond Road, 32 Avenue, 33 Avenue, Crowchild Trail, 34 Avenue, North parcel boundary of 3602 Elbow Drive SW;
East Boundary	Elbow River, 4 Street alignment, 45 Avenue SW, Macleod Trail S;
South Boundary	Anderson Road, 37 Street SW;
West Boundary	City of Calgary City Limits, 37 Street alignment, 37 Street SW

Ward Number 12:

North Boundary	98 Avenue alignment, Barlow Trail SE, Irrigation Canal, 84 Street SE;
East Boundary	84 Street, 146 Avenue alignment, 88 Street, 88 Street Alignment SE;
South Boundary	City of Calgary City Limits;
West Boundary	Bow River.

Ward Number 13:

North Boundary	37 Street, Anderson Road SW;
East Boundary	Macleod Trail S;
South Boundary	Spruce Meadows Trail S, Spruce Meadows Way SW, City of Calgary City Limits;
West Boundary	City of Calgary City Limits.

Ward Number 14:

North Boundary	Southland Drive SE, Line east northeast to Eric Harvie Bridge;
East Boundary	Bow River, City of Calgary City Limits;
South Boundary	City of Calgary City Limits;
West Boundary	Macleod Trail SE, 194 Avenue alignment, City of Calgary City Limits, Spruce Meadows Trail, Macleod Trail S.

report to Board of Trustees

Trustee Liaison Report - Calgary Association of Parents & School Councils (CAPSC)

Date	January 22, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre Trustee Liaison, CAPSC
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

- THAT the Calgary Association of Parents and School Councils (CAPSC) liaison report containing the September 2012 Meeting Highlights, November 2012 Meeting Highlights and the January Meeting Date Change, be received for information.

2 | Background

The attached are reports provided by the Calgary Association of Parents and School Councils with respect to their work. As the Board of Trustees' representative on the Calgary Association of Parents and School Councils, I am providing this report for information.

Attach I:	CAPSC Meeting Highlights September 2012
Attach II:	CAPSC Meeting Highlights November 2012
Attach III:	Notice of January Meeting Date Change



Calgary Association of Parents and School Councils
Minutes of Meeting held Wednesday September 19th 2012
A.E. Cross School Library
7:00 pm

1) Meeting called to order at 7:05 by President Jeff Bowes

2) Jeff Bowes introduced special guests

3) Carol Bazinet

Carol discussed items from the Trustees.

- Sept. 29th – Do YYC Naked – See behind the scenes at Dr. Carl Safran Centre (10-4:00)

- Oct. 24th – “We did it” – looking for volunteers

- Oct. 25th – First meeting to interact with parents (COSC)

4) Debra Hidson – Junior Achievement of Southern Alberta

Debra discussed the many successes of students that have participated in the programs. Parent volunteers are required to deliver the programs. They have just started piloting technology applications.

5) Guest Speakers:

Joan Engel , Executive Director, Education Program Standards and Assessment Division, Merla Bolender, Executive Director, Programs of Study and Resources

The two discussed curriculum redesign based on Inspiring Education dialogue. The basis for redesign centers around “3 E’s” – creating Engaged thinkers, and Ethical citizens with Entrepreneurial spirit. They discussed the new design, how the processes were being handled differently and timetables for implementation. They provided handouts for all areas of discussion.

Following the presentation, Ms. Engel and Ms. Bolender prompted discussion based on two thoughts:

What opportunities do these shifts offer for our children?

How might parents want to be involved in and/or be kept informed about curriculum redesign?

The discussion encouraged participants to begin engaging their schools in the discussion and to help bring diverse backgrounds together.

8) Meeting adjourned at 8:56

Communicating with school families

Posted on November 27, 2012 by Robert

On November 21, 2012, CAPSC hosted a meeting with the theme of “social media.” A few helpful ideas came up of how school councils could more easily communicate with the families of students.

The school in general and the principal in particular are responsible for following all the CBE’s administrative regulations and, due to protection of privacy, is only permitted to use email addresses for the purpose they were collected. That means the principal may be willing to distribute some messages on behalf of council (e.g. in the school newsletter), but not all. The school council should request emails from parents, maintain their own contact list, and use it only for school council business.

Email

Member Karen V shared that her school provided all parents, at the beginning of the year, with a contact permission form, available from Alberta Education (page 74 of 85, appendix O) at <http://education.alberta.ca/media/464094/scm.pdf>. The CBE suggests that “council can invite parents or community members to subscribe to a separate Council circulation list, which is not considered a CBE communication channel. Council can make parents aware of this opportunity using CBE communication channels.” (http://www.cbe.ab.ca/Parents/School_Council/pdfs/SchoolCouncilHandbook.pdf, page 3). That is to say, the principal can send a school-wide email or use the newsletter to recommend that parents provide their email address to school council.

It is also a good idea to use attendance forms at school council meetings and other school council events to request email addresses from parents. Some school councils are present on the first day of school and on meet-the-teacher evenings to talk about what they do and recruit new members. This can also be an opportunity to request contact information from parents.

Website or Blog

Email is a great way to get people’s attention, but no one wants to be overwhelmed with incoming emails. For those people who choose not to provide an email address, it might be worthwhile to provide similar information on a website. A blog is a website that’s simple to use and update, that generally shows short messages all on a page, with the newest at the top. The best way to encourage repeat visits is to publish relevant information on a predictable schedule (e.g. every Friday). This can be useful both for reporting on past events and announcing future events.

Facebook, Twitter, YouTube

These forms of social media can each have a place, although they meet slightly different needs. During our meeting, we learned that Facebook is good for reporting past events, Twitter is good for announcing upcoming events and YouTube is good for making complex information (eg. PAT results) easily digestible with charts and graphs, animations, explanations and music.

In each case, however, schools have found very little interaction. The channels mentioned above are great for keeping people informed, but many parents prefer providing their feedback and ideas through personal contact: school council meetings, face-to-face conversation or over the telephone.

From: leanne.long@capsc.ca [leanne.long@capsc.ca]
Sent: January-15-13 1:23 PM
To: Drummond, Karen L; Bowen-Eyre, Joy M
Subject: CAPSC January 2013 Meeting Notice

ATTACHMENT III

Good afternoon,

Please see the following notice as we have had to change our January meeting date. It will now be schedule for Wednesday January 23rd at 7pm.

Please let me know if you have any questions,

Thanks,

Leanne

CAPSC January 2013 Meeting Notice

Display problems? [View this newsletter in your browser.](#)

what you send is just awesome !



The Calgary Association of Parents and School Councils would like to welcome it's members back to the second half of the school year and we look forward to seeing you at our meetings in 2013. First up is our January meeting which will take place **Wednesday January 23rd at 7:00pm** AE Cross School library (3445-37 St SW).

This month we will be hearing from Jillian Drysdale who will be discussing her involvement with the Alberta Safe Streets initiative, which aims to extend playground zone hours to include all school start times.

Following her presentation the CAPSC executive will be hosting a conversation on how CAPSC as an organization can aid in promoting communication among school councils. The executive will be looking for opinions on methods that CAPSC can use to facilitate council networking, and will also be looking for your council's success stories with engaging other associations. Finally, CAPSC would like to get membership input towards the creation of guidelines for establishing public positions that best represent the interests of our

members.

As always, CAPSC values our member contributions. Please feel free to attend our monthly meetings or contact a member of our team should you have comments or feedback.

The Calgary Association of Parents and School Councils is an incorporated not-for-profit association that provides relevant and ongoing information and support to parents and school councils in the Calgary Board of Education. Our monthly meetings offer a forum for discussion of important education issues amongst parents and with key education stakeholders such as trustees, CBE administration and Alberta Education. Check out our website at www.capscc.ca and make sure to sign up for our monthly e-newsletter. Please feel free to forward this information to any interested parents.



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#305 4625 Varsity Drive NW
Suite # 92
Calgary, AB T3A 0Z9

report to Board of Trustees

Chief Superintendent's Update

Date	January 22, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.



Chief Superintendent's Office

Quarterly Update on Records Management

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following update is the fourth report presented in response to this directive.

Quarterly reports will reference Generally Accepted Recordkeeping Principles (GARP) as a means of contextualizing the work and overall progress. GARP is an industry standard that is the basis for the Corporate Records Management Program. Following are the GARP principles:

- | | |
|------------------|-----------------|
| ▪ Accountability | ▪ Compliance |
| ▪ Transparency | ▪ Accessibility |
| ▪ Integrity | ▪ Retention |
| ▪ Protection | ▪ Disposition |

GARP Principle of Accountability

- Records Management Timeline

The Records Management (RM) Timeline plots major RM program actions within their respective focus areas against the Generally Accepted Recordkeeping Principles and the Principles Maturity Model resulting in a blue print for action. This fall, the Records Management Timeline was approved by Superintendent's Team and presented to the Board of Trustees as a part of monitoring for Operational Expectations 3: Treatment of Owners, Operational Expectations 7: Asset Protection and Operational Expectations 11: Learning Environment/Treatment of Students. Two narrative documents were subsequently drafted in support of the timeline.

Benefits

- The Corporate Records Management Program now has a defined plan and a clear basis for performance measurement and reporting.
- The timeline maps a clear, concise and transparent pathway for maturing the Corporate Records Management Program.

- Records Management Protocols

RM Program Protocols have been initiated and communicated to Area Directors referencing:

- changes to the SHRED Program
- new Standardized Student Record Folder and processes related to it
- Records Management Audits



Benefits

The SHRED Program is a Calgary Board of Education corporate responsibility that is crucial to the organization's accountabilities related to the secure and appropriate destruction of all transitory paper (office and classroom) records. Schools and departments do not pay the regular operating cost of this service as these are covered by the Corporate Records Management program. The changes implemented represent minor exceptions to the responsibilities for costs. Specifically, costs related to service refusal, emergency or forcible lock removal.

The concepts of a new standard Student Record Folder and a yearly Records Management Audit were unveiled at the Chief Superintendent's meeting with Area Directors on November 23, 2012. Kick off meetings with Records Management and Learning Support to develop a Student Records Folder and processes related to its care occurred on December 21, 2012. The intention is to roll this out for kindergarten students in the first quarter of 2013-2014. This

- releases school administrators from the time spent re-organizing student records;
- eases pressures and tensions that can result from office staff transitions (transfer, layoff and recall) because there would no need to learn a new system;
- establishes what should and should not be included in the Student Record folder;
- improves access to information by ensuring that only required information is found in the Student Record folder;
- assists with compliance of Operational Expectations, Administrative Regulations and legislation.

Working on the basis of trust but verify, the Records Management Program is investigating the feasibility of performing records management audits. It is anticipated that the first audit would provide vital information to more closely align our work with the needs of the system.

Active Disposition Protocols

Currently, documentation is retained on records that have completed the formal disposition process through the Records Centre. If locations outside the Records Centre destroy records, there is no data to support that action. A process has been developed with accompanying forms to enable locations to destroy at the source while still complying with legislative requirements. This process is currently being piloted by Educational Resources Services and will be vetted through Learning Services prior to system rollout.

Benefits

When disposition from active worksites is documented, the CBE is defensible in meeting legal requirements when asked to produce records that have been destroyed in the normal course of business and in alignment with the Corporate Records Management Program. Without formal documentation, the CBE is at risk for seemingly having spoliation of records. Spoliation of evidence in a legal action outlines the neglect to produce evidence that is in our possession or control, the withholding of which is attributed to the presumed knowledge that it would have served to operate against the organization.

■ Administrative Regulation (AR) - Records and Information Management

Using the new AR template, the AR for Records and Information Management with accompanying Needs Analysis has been drafted and will be submitted in the new calendar year.

Benefits

This will be the first Administrative Regulation specific to Records and Information Management and should provide clarity of responsibility and accountability in relation to Calgary Board of Education information assets.

GARP Principles of Retention and Disposition

■ Offsite Storage of CBE Records

On August 21, 2012 the Request for Proposal for offsite storage was posted on the Alberta Purchasing Connection website, with a closing date of September 6, 2012. This fall responses to that Request for Proposal were evaluated and we are working with Strategic Sourcing through the final award stage.

Benefits

- Begins to address overcrowding at the CBE's onsite facilities together with related occupational safety concerns.
- Provides facilities more appropriate for the maintenance of semi-active and inactive records; primarily fire suppression, protective racking to shield physical boxes from damage and enhanced security.

■ Archival Board Minutes Scan/Digitization Project

126 years of CBE corporate history as reflected through Board of Trustees' meeting minutes have been digitally scanned to create an online archival repository. Discussions with the Portal Development Team, the Corporate Secretary's Office and Communications Services are currently occurring to establish an interim repository in the CBE's portal environment to house this material.



Benefits

Scanning the Board of Trustees' meeting minutes represents an important first step in the systematic review of the state of these records while simultaneously supplementing preservation efforts. In addition, the resulting scans will enhance accessibility when they are combined with an electronic online Archival repository pilot initiative.

GARP Principle of Protection and Availability

▪ Technology – Records Management application

Student 'Orphan' Classification relates to student records that are in the custody and control of the Calgary Board of Education but for which there is no CBE student identification number. Working with Application Services, the RecMan application has been enhanced to maintain virtual information on Student Records for students with no CBE identification number.

Separately, the RecMan application has been enhanced to search by primary, secondary and tertiary Classification and Retention values to determine appropriate lifecycle timeframes.

Both of these enhancements have been tested and are in production.

Benefits

- All Student Cumulative Records in the custody of the RM program can be entered into the record management application (RecMan) to allow better management of the records through easier find-ability and access.
- The ability to enter the new Classification and Retention Schedule into the database and apply legislated retention values to records can now be realized.

GARP Principles of Integrity and Transparency

▪ Communication Plan

A number of communication initiatives have occurred through the first quarter of 2012. The communication plan to support the Classification and Retention Schedule has been approved.

Communiques have been delivered to Area Directors referencing changes and upcoming initiatives.

A winter newsletter has been published and the Classification and Retention Schedule was launched in late December via the Records Management *insite*. These initiatives have been featured in "the link" online.



• Training

Site visits, records management consultation and training were provided to the following schools and service units between September 18 and December 14, 2012:

- | | |
|---|--|
| - Career and Technology Centre | - Chinook Learning - Records Centre Tour |
| - Rosemont School | - Buchanan School |
| - Bob Edwards School | - Sir John A. Macdonald School |
| - The Hamptons School | - Citadel Park School |
| - Information Technology Support - 5 sessions | - Chief Justice Milvain School |
| - Kingsland Centre | - F.E. Osborne School |
| | - Capitol Hill School |
| | - Learning Innovation - 2 sessions |

Benefits

- In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by appropriate communication and on-going training. In particular, new understandings (e.g. Classification and Retention Schedule) and processes require specific communication and targeted training to build employee awareness as a foundation for accomplishing a mature RM program.
- All Calgary Board of Education employees contribute to the organizational success of records management. The communication plan is intended to be a springboard for engaging stakeholders and advancing program implementation goals. As such, it is a dynamic document that changes to meet emerging needs.

GARP Principle of Compliance

• Classification and Retention Schedule (CRS)

Work has begun with process owners to fine tune the CRS. As an example, Learning Services identified the need to expand CRS categories that reference Learning Services' records. The Corporate Records Management Program has worked with Learning Services both at the system level and with individuals in schools to expand that area of the CRS while ensuring consistency with legislative requirements.

Benefits

The Classification and Retention Schedule is a living document and consistent with legislative frameworks must fit the organizational culture and business practises or it will fail. This balance must not only be implied but more importantly be demonstrated to build organizational confidence and assurance that sufficient flexibility exists to meet Calgary Board of Education needs while still staying true to legislative requirements.

Finance and Supply Chain Services

2012-2013 Quarterly Operating Budget Variance Report

- The 2012-2013 Budget Variance Report (Attachment I) highlights projected variances between the approved budget and the forecasted revenue and expense for the year ended August 31, 2013. Explanations have been provided for variances above 1% of reported line items in accordance with Operational Expectations 6: Financial Administration. New accounting requirements, effective for the year ended August 31, 2013, require reporting of expenditures by program (also known as "block").
- As at the first quarter, the Calgary Board of Education projects a \$nil variance on overall expenditures, revenues and approved reserve provisions for the year ended August 31, 2013.

2012-2013 Quarterly Capital Budget Variance Report

- The 2012-13 Quarterly Capital Budget Status & Variance Report highlights projected variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2013. Explanations have been provided for all variances above 1% of reported line items in accordance with our interpretation of Operational Expectations 6: Financial Administration.
- Attachment II Quarterly Capital Budget Variance Report, Summary of Non-Facility and Facility Projects provides an overall summary of the non-facility and facility capital projects and their related funding.
- The Quarterly Capital Budget Variance Report, Facility Assets (Attachment III) reflects Alberta Government funded school and portable classroom projects and Board Funded Capital Projects for non-school buildings and commissioning costs on new schools.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.



Attachments I – Operating Budget Variance Report

CALGARY BOARD OF EDUCATION BUDGET VARIANCE REPORT FROM SEPTEMBER 1, 2012 to NOVEMBER 30, 2012 FOR THE YEAR ENDED AUGUST 31, 2013

Description	2012-2013 Approved Budget ^(A)	Forecast for the year ended Aug 31, 2013 ^(B)	Variance Favourable/ (Unfavourable)	Variance Favourable/ (Unfavourable)	Note
	(\$000)	(\$000)	(\$000)	%	Variances >1%
REVENUE					
Government of Alberta	1,039,523	1,050,654	11,131	1.1%	(1)
Fees	30,856	31,562	706	2.3%	(2)
Other sales and services revenue	20,295	20,321	26	0.1%	
Amortization of capital allocations revenue	29,605	28,912	(693)	(2.3)%	(3)
All other revenues	32,590	32,505	(85)	(0.3)%	
Total revenue	1,152,869	1,163,954	11,085	1.0%	
EXPENSE BY PROGRAM					
Instruction	921,268	930,314	(9,046)	(1.0)%	(4)
Plant operations and maintenance	141,608	141,090	518	0.4%	
Transportation	39,012	40,551	(1,539)	(3.9)%	(5)
Administration	39,918	39,755	163	0.4%	
External services	27,143	27,460	(317)	(1.2)%	(6)
Total expense	1,168,949	1,179,170	(10,221)	(0.9)%	
Operating excess/(Deficiency) for the year	(16,080)	(15,216)	864	(5.4)%	
Transfer from/(to) operating reserves/designated funds					
Transfer from/(to) operating reserves	10,001	10,001	-	0.0%	
Transfer from/(to) designated funds - schools	-	1,127	1,127	100.0%	(7)
Transfer from/(to) designated funds - Service unit	-	1,514	1,514	100.0%	(7)
	10,001	12,642	2,641	26.4%	
Add/(deduct) capital items paid by operating funds					
Capital assets acquired	(18,500)	(29,873)	(11,373)	(61.5)%	(8)
Transfer from school purchased assets	2,500	2,500	-	0.0%	
Capital asset amortization	22,495	18,990	(3,505)	(15.6)%	(3)
Debt repayments	(2,600)	(2,600)	-	0.0%	
Transfer from capital carry forwards	-	11,373	11,373	100.0%	(8)
Transfer (to) capital carry forwards	-	-	-	0.0%	
	3,895	390	(3,505)	(90.0)%	
Transfer from/(to) capital reserves					
Building and equipment reserves	-	-	-	0.0%	
Draw from (add to) unrestricted net assets	2,184	2,184	-	0.0%	
Net operating (deficit)/surplus	-	-	-	0.0%	

^(A) Approved by the Board of Trustees on May 29, 2012

^(B) Based on Fall update information received by the Board of Trustees on December 4, 2012

(1) Increase of \$11M in revenue due to increase in enrolment growth.

(2) Variance largely caused by increase in transportation fees due to higher enrolment.

(3) Forecasted decrease due to delayed completion of projects in 2011-2012.

(4) Revenue described in note (1) above deployed to schools through RAM process resulting in changes to staffing and supplies.

(5) Variance due to busing attendants costs not included in original budget.

(6) Variance largely due to re-instated funding to Education Matters.

(7) Anticipated use of designated funds approved by the Board of Trustees on November 6, 2012 to be used in 2012-2013.

(8) Anticipated use of capital carry forward approved by the Board of Trustees on November 6, 2012 to be used in 2012-2013.

Attachment II – Quarterly Capital Budget Status Report – Non Facility Projects and Facility Capital Investments

	Capital Budget									
	Budget Sept 1, 2012 ^(A)	Approved Carry Forward	Expenditures to Date (000)	Estimated Costs to Completion	Total Estimated Capital Expenditure	Variance Favourable/ (Unfavourable) (000) %		Variances >1% Note	Estimate 2013-14 (000)	Estimate 2014-15 (000)
Capital Lease Payments (Contracts)										
Performance Contracts	2,600	-	303	1,907	2,210	390	15.0%	(1)	3,158	3,664
Total Capital Lease Payments (Contracts)	2,600	-	303	1,907	2,210	390	15.0%		3,158	3,664
Non-Facility Related Projects										
Strategic	2,276	1,092	403	2,965	3,368	-	0.0%		1,175	400
Enhancement	7,137	2,751	243	9,645	9,888	-	0.0%		7,040	5,160
Maintenance	6,542	779	626	7,130	7,756	(435)	(6%)	(2)	4,438	2,836
Total Non-Facility Related Projects	15,955	4,622	1,272	19,740	21,012	(435)	(3%)		12,653	8,396
Funding Held for Projects to be Identified	45	-	-	-	-	45	100%	(3)	3,347	7,604
	45	-	-	-	-	45	100%		3,347	7,604
Total Non-Facility Related Capital Expenditures	\$ 18,600	\$ 4,622	\$ 1,575	\$ 21,647	\$ 23,222	\$ -	0.0%		19,158	\$ 19,664
Financed by the Following:										
Targeted Grant	-	-	-	-	754	(754)	(100%)	(4)		
Amortization Reserve	16,100	-	625	15,475	16,100	-	0.0%		11,058	17,164
Designated Funds - Capital Carry Forward	-	4,622	901	2,967	3,868	754	100.0%	(4)	5,600	-
School Purchased Assets	2,500	-	49	2,451	2,500	-	0.0%		2,500	2,500
Total Non-Facility Capital Financing	\$ 18,600	\$ 4,622	\$ 1,575	\$ 20,893	\$ 23,222	\$ -	0.0%		\$ 19,158	\$ 19,664
Facility Related Projects (Attachment III)	129,447	6,752	111,325	25,628	136,953	(754)	(1%)			
Financed by the Following:										
Alberta Infrastructure Funded Approvals	76,602	-	58,019	18,583	76,602	-	0.0%			
Charges made to Operations/Capital Reserve in Previo	52,845	-	52,845	-	52,845	-	0.0%			
Designated Funds - Capital Carry Forward	-	6,752	461	7,045	7,506	(754)	100.0%	(4)		
Total Facility Related Capital Financing	\$ 129,447	\$ 6,752	\$ 111,325	\$ 25,628	\$ 136,953	\$ (754)	(1%)			

(A) Non-facility budget of \$18,600 approved by Board of Trustees on May 15, 2012.

(1) Favourable variance due to actual spending in 2011-12 related to energy retrofits being lower than expected resulting in decreased payments for 2012-13.

(2) Increases in scope for Oracle Financials project and Career Technology Centre - Safety Infrastructure.

(3) Allocation of budget to projects with increased scope - see (2) above.

(4) Alternative funding identified for Learning Resource Strategy project from targeted grant thereby making available designated funding. Available designated funds then moved to finance a Facility Related project.

Definitions:

- Strategic (S) - projects that open up new horizons, learning methods, organizational models, and value propositions that cut across the organization or physical facility.
- Enhancement (E) - projects that improve or extend the functionality of existing systems, technologies and processes.
- Maintenance (M) - projects that are required to maintain current systems and keep them working in good conditions.



Attachment III – Quarterly Capital Budget Status Report – Multi Year Facility Projects

	Capital Budget						Variance		Variances >1% Note
	Budget Sep 1, 2012	Approved Carry Forward	Total Approved Budget & Carry Forwards 30-Nov-12	Expenditures To Date	AI & Non AI Costs to Completion	Total Estimated Capital Expenditure			
							Favourable / (Unfavourable)		
							\$	%	
2011/12 Capital Projects									
Chinook Learning Centre Modernization	10,500	-	10,500	23	10,477	10,500	-	-	
P3 Middle School Equipment (Nose Creek, Cap Nichola Goddard, Ted Harrison, and Twelve Mile Coulee)	8,632	-	8,632	6,220	2,412	8,632	-	-	
P3 Senior High Equipment (Robert Thirsk Senior high)	4,488	-	4,488	18	4,470	4,488	-	-	
McKenzie Towne Portables	216	-	216	182	33	216	-	-	
Panorama Portables	307	-	307	164	143	307	-	-	
sub-total	24,142	-	24,142	6,607	17,535	24,142	-	-	
Other Capital Projects									
Administration Building Renovations	-	270	270	18	252	270	-	-	
Other Capital Projects (continued)									
Dr. Carl Safran/Conference Centre, New Education Centre Furniture and technology requirements, Connaught Modernization and Addition	52,845	585	53,429	52,988	441	53,429	-	-	
West High School - Ernest Manning Replacement	52,461	-	52,461	51,413	1,047	52,461	-	-	
Secondary Data Centre	-	1,605	1,605	8	2,351	2,359	(754)	(47.0%)	(1)
New School Commissioning (P3 4 Middle Schools)	-	2,881	2,881	210	2,671	2,881	-	-	
New School Commissioning (P3 Robert Thirsk Senior High)	-	1,411	1,411	81	1,330	1,411	-	-	
sub-total	105,305	6,481	111,787	104,701	7,840	112,541	(754)	(0.7%)	
Total Facility Related Projects	129,447	6,752	136,199	111,325	25,627	136,953	(754)	(0.6%)	

(1) Increased costs identified from re-evaluation of project scope.

